

## Description of the Unit

The activities in this flexible unit can replace the activities in Grade 10, Unit 3, while still developing the skills and knowledge required for both Embedded Assessment 1: Researching and Analyzing Culture in a Novel and Embedded Assessment 2: Writing a Literary Analysis Essay. The unit begins by introducing students to research techniques that they will use to complete the first Embedded Assessment, which asks them to present on an aspect of culture that is significant to the novel. Students are guided to think about the proverbs and folktales of a culture as a tool to learn about their values and norms. Then, students dive into analyzing the characters and conflict of the class novel. After Embedded Assessment 1, students continue to read the novel to analyze how conflicting cultural points of view propel the plot. At the end of the novel, students collaboratively discuss ideas from their extended close reading and analysis of the novel, which prepares them to write a literary analysis essay for Embedded Assessment 2.

## Activities

The fourteen activities in this unit are designed to engage students in reading a novel and to prepare them for two Embedded Assessments. The activities mirror the sequence of instruction in the existing SpringBoard novel unit based on *Things Fall Apart* by Chinua Achebe, but the sequence can be modified to correspond with the features of the novel you have chosen. This sequencing of activities is best done during the planning phase, using the Planning Dashboard.

## Mini-lessons for Novel Study

Depending upon the richness of the novel you choose and the skills your students need to develop, you may want to supplement the unit with mini-lessons. The mini-lessons cover a range of novel study topics and can be used to expand on or reinforce the skills covered in the core activities. Mini-lesson topics include the following:

- Practicing Close Reading and Annotation
- Interacting with the Text Using a Double-Entry Journal
- Making Inferences
- Analyzing Point of View
- Exploring Setting
- Analyzing Characters
- Determining the Meaning of Unknown Words
- Analyzing an Author's Word Choice
- Investigating Conflict and Motivation
- Analyzing an Author's Use of Figurative Language
- Mapping the Plot
- Determining Theme

## Recommended Novels

The activities in the flexible novel unit adapt the Unit 3 activities based on the novel *Things Fall Apart*, by Chinua Achebe, and they maintain a focus on the skills and knowledge required for both Embedded Assessment 1: Researching and Analyzing Culture in a Novel and Embedded Assessment 2: Writing a Literary Analysis Essay. In customizing the unit, consider choosing a novel that shares some characteristics with *Things Fall Apart*, a literary novel that portrays a collision of cultures. Some of the novels on this list were created for an adult readership and depict scenes, events, or topics that may be challenging in certain classroom settings. Before selecting a novel for the unit, be sure to read it in its entirety to assess its appropriateness for your students and setting.

### Recommended Novels

Title	Author	Lexile
Achebe, Chinua	<i>Anthills of the Savannah</i>	1030L
Achebe, Chinua	<i>Arrow of God</i>	880L
Adbdel-Fattah, Randa	<i>Does My Head Look Big in This?</i>	850L
Alexi, Sherman	<i>The Absolutely True Diary of a Part-Time Indian</i>	600L
Alvarez, Julia	<i>How the Garcia Girls Lost Their Accents</i>	950L
Alvarez, Julia	<i>In the Time of the Butterflies</i>	910L
Anaya, Rudolfo	<i>Bless Me, Ultima</i>	840L
Barakat, Ibtisam	<i>Tasting the Sky</i>	870L
Buck, Pearl S.	<i>The Good Earth</i>	1530L
Camus, Albert	<i>The Stranger</i>	880L
Carmi, Daniella	<i>Samir and Yonatan</i>	810L
Chen, Da	<i>Wandering Warrior</i>	720L
Coetzee, J.M.	<i>Life and Times of Michael K</i>	940L
Danticat, Edwidge	<i>Krik? Krak!</i>	880L
Eggers, Dave	<i>Zeitoun</i>	840L
Emecheta, Buchi	<i>The Bride Price</i>	1060L
Garcia, Cristina	<i>The Aguero Sisters</i>	1000L
Jen, Gish	<i>Typical American</i>	N/A
Jhabvala, Ruth Power	<i>Heat and Dust</i>	N/A
Kidd, Sue Monk	<i>The Secret Life of Bees</i>	840L
Kincaid, Jamaica	<i>A Small Place</i>	N/A
Lahiri, Jhumpa	<i>The Namesake</i>	1210L
Lake, Nick	<i>In Darkness</i>	800L
Perkins, Mitali	<i>Bamboo People: A Novel</i>	680L
Roy, Arundhati	<i>The God of Small Things</i>	840L
Satrapa, Majane	<i>Persepolis</i>	GN380L
Tan, Amy	<i>The Joy Luck Club</i>	930L
Temple, Frances	<i>Taste of Salt: A Story of Modern Haiti</i>	650L

## Planning Your Flexible Novel Unit

Use the Planning Dashboard below to build a customized sequence of instruction for your flexible novel unit. You can select and sequence activities and mini-lessons so that they unfold in a logical order based on the novel you have chosen. Once you have determined a sequence of instruction, record reading assignments and notes on required teacher preparation for each activity. An editable version of the Planning Dashboard is available on SpringBoard Digital.

Activity 1: Previewing the Unit and Unpacking Embedded Assessment 1 (1 Class Period)	Sequence	Student Reading Assignment	Preparation Notes
<b>Teacher Preparation:</b> Select the novel for the unit and obtain enough copies for the class.			
<b>Activity 2: Proverbs and Folktales (1 Class Period)</b>	<b>Sequence</b>	<b>Student Reading Assignment</b>	<b>Preparation Notes</b>
<b>Teacher Preparation:</b> Locate a collection of proverbs and folktales from the culture represented in the novel.			
<b>Activity 3: Researching Context (2 Class Periods)</b>	<b>Sequence</b>	<b>Student Reading Assignment</b>	<b>Preparation Notes</b>
<b>Teacher Preparation:</b> Identify a number of cultural topics that are relevant to the novel and that students can research.			
<b>Activity 4: Culture Wheel (Optional, 1 Class Period)</b>	<b>Sequence</b>	<b>Student Reading Assignment</b>	<b>Preparation Notes</b>
<b>Teacher Preparation:</b> Comb the novel for foreign words and phrases and names with difficult pronunciations. Identify a source that students can use to define and find pronunciation information for these words.			
<b>Activity 5: Complex Characters (1–2 Class Periods)</b>	<b>Sequence</b>	<b>Student Reading Assignment</b>	<b>Preparation Notes</b>
<b>Teacher Preparation:</b> Identify a selection from the novel that provides insight into the main character and describes his or her interactions with other characters. Create sample entries for a double-entry journal that features characterization.			

<p><b>Activity 6: Character in Conflict (1–2 Class Periods)</b></p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Activity 7: Cultures in Conflict (1–2 Class Periods)</b></p> <p><b>Teacher Preparation:</b> Locate passages from the novel that show conflicting points of view and help propel the plot.</p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Activity 8: Participating in a Socratic Seminar (1–2 Class Periods)</b></p> <p><b>Teacher Preparation:</b> Generate multiple questions about the novel for students to answer in preparation for the Socratic Seminar and one particularly engaging question to pose at the start of the seminar.</p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Activity 9: Previewing Embedded Assessment 2 and Creating a Tableau (1 Class Period)</b></p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Activity 10: Cultural Norms and Values (2 Class Periods)</b></p> <p><b>Teacher Preparation:</b> Identify a passage from the novel where the author reveals information about cultural norms or values. Select a few examples with strong textual evidence to refer to if students need support during the activity.</p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>

<p><b>Activity 11: Gender Views</b> (2 Class Periods)</p> <p><b>Teacher Preparation:</b> Find several quotes or passages from the novel that reveal ideas about gender.</p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Activity 12: Colliding Cultures</b> (1 Class Period)</p> <p><b>Teacher Preparation:</b> Identify events in the novel that reveal the challenges the characters face as a result of colliding cultures.</p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Activity 13: The Author's Perspective</b> (1 Class Period)</p> <p><b>Teacher Preparation:</b> Find an interview or biography about the author of the novel. Preview the text to ensure it provides some insight into the novelist's life and writing.</p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Language Checkpoint: Using Noun Agreement</b> (Optional, 1 Class Period)</p> <p><b>Teacher Preparation:</b> Write example sentences that relate to the class novel for the unit. Find example sentences from the novel to demonstrate the concept of noun agreement.</p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>
<p><b>Optional Mini-lesson:</b></p>	<p><b>Sequence</b></p>	<p><b>Student Reading Assignment</b></p>	<p><b>Preparation Notes</b></p>

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